

**THE IMPLICATION OF MICROTEACHING COURSE ON
STUDENT TEACHERS' COMPETENCES IN TEACHING**

THESIS



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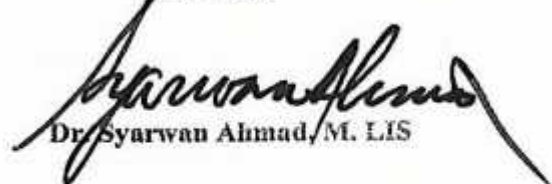
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ABSTRACT

This research is entitled “The Implication of Micro Teaching Course on Student Teachers’ Competences in Teaching”. The aims of this qualitative research are to find out the implication of micro-teaching course on student teachers’ competences in teaching, the skills that are achieved by student teachers from micro-teaching course, and the student teachers’ experiences from micro-teaching course. This research used semi-structured interview as an instrument in collecting the data. The population was the students of Department of English Language Education in UIN Ar-Raniry year of 2014. The participants were six of them who have taken micro-teaching course, PPL program, and taught at school or other courses. In selecting the research participants, the researcher employed a purposive sampling technique. The findings indicate that the micro-teaching course plays a significant role in improving student teachers’ teaching competence which consist of helping the student teachers in designing lesson plans, improving their classroom management, and helping them in facilitating learning to students. The student teachers also achieve denotative skills from micro-teaching course such as designing lesson plans, managing classrooms, creating the fun teaching-learning process, designing instructional media, answering students’ questions, and writing on the board. In addition, they also obtain good experiences from micro-teaching course such as getting good advices, feedbacks, and encouragements from friends and lecturers that could contribute meaningfully to the improvement of their teaching competences.

Key Word: *Micro-Teaching, Teaching Competence.*

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CHAPTER I

INTRODUCTION

This chapter presents the introduction that consists of the background of research, research questions, research aims, research significances, and terms used in this research.

A. Background of Research

Learning is an interaction between learners and environment (classroom) that makes their behavior better (Mulyasa, 2004, as cited in Najjah, 2014). In learning process, there are several factors that influence the learning itself, internal factors and external factors. The internal factors come from the learners themselves, while external factors come from the environment. One of the external factors coming from the teacher is a good quality of a teaching.

Having a good quality in teaching is important because it would make learners have a good quality in learning. To obtain the good quality in teaching, a teacher needs to have a special training. In Faculty of Education and Teacher Training, the student teachers have to take a course named micro-teaching. Micro-teaching is a technique for training student teachers to learn the way of teaching which apply the actual teaching situation to develop their skills and gain knowledge about teaching (Banga, 2014). Before starting to teach in the real situation, a student teacher needs to develop their competences in teaching. According to Najjah (2014), teaching competence is a basic factor a teacher must have to improve the quality of teaching. One of them is classroom management skills. It is a very

important capital that must be considered by a teacher in dealing with students. The student teacher could gain the knowledge to develop their teaching competence through micro-teaching course.

Micro-teaching is one of the compulsory courses in Faculty of Education and Teacher Training of UIN Ar-Raniry which equip student teachers with various teaching related skills including simulating various teaching methods and techniques, designing lesson plan, and managing classroom. In line with this, Görge (2003) states that “pre-service teachers can experience real teaching situations with micro-teaching, and they have the opportunities to transfer their teaching knowledge into practice” (as cited in Koross, 2016, pp. 291). Also, Kilic (2010) argued that in micro-teaching, student teachers obtain opportunities in developing their competences in doing lesson plans, teaching goals, getting attention of learners, etc. Therefore, students should improve their competence in teaching through micro-teaching.

There are several studies on the impact of micro-teaching on teaching competence that have been conducted by previous researchers. Koross (2016) conducted a study about micro-teaching in which he found that sixty five participants of a hundred participants strongly agree if micro-teaching helps them improve awareness of teaching competence and improve their instructional planning skills. There was also Ralph (2014) who conducted a research about the effectiveness of micro-teaching. The findings showed that each respondent wrote two or more positive effects that they experienced in micro-teaching, such as “opportunity for actual practice”, “importance of feedback”, and “learning from

peers' performance". Another relevant research was also conducted by Shah and Masrur (2011). This research found that teacher candidates who had taken micro-teaching agree that it influences their performance in teaching to be comparatively better.

The findings of the previous studies and other related literatures suggest that micro-teaching can help student teachers enhance their teaching competence. Furthermore, the teaching technique can improve their teaching skills as an effort to improve the readiness of teaching, both theoretically and practically. Therefore, the researcher wonders if micro-teaching takes role in improving student teachers' competence in teaching at UIN Ar-Raniry. To this end, the researcher decided to conduct a research in UIN Ar-Raniry especially at Department of English Language Education based on the background to see how the microteaching gives impact on the student teachers in developing their competence in teaching.

B. Research Questions

This research is guided by the following questions:

- 1) What are the implications of micro-teaching course on student teachers' competences in teaching?
- 2) What skills do student teachers achieve from the micro-teaching course?
- 3) What do student teachers experience from micro-teaching course?

C. Aims of Research

In general, the aims of this research are to find out the information about:

- 1) The implications of micro-teaching course on student teachers' competences in teaching.
- 2) The skills that are achieved by student teachers from micro-teaching course.
- 3) The student teachers' experiences from micro-teaching course.

D. Research Significances

This research is expected to be a contribution for several aspects:

- 1) For students of Department of English Language Education, this research can be useful to make them aware about the benefits of micro-teaching to their teaching performance.
- 2) For lecturers of Department of English Language Education, this research can assist them to know about the implication of micro-teaching course on student teachers' competences in teaching. It also can be useful for a lecturer to encourage student teachers to improve their teaching ability.
- 3) For researchers, the result of this research can support them in conducting a research about the implication of micro-teaching course on student teachers' competences in teaching.
- 4) For reader, this research gives knowledge about the implication of micro-teaching course on student teachers' competences in teaching.

E. Terminology

To avoid unnecessary misunderstanding and ambiguity, there are three terms need to be clarified as the following:

1) Implication

There is no specific definition of implication. However, Muhsy (2017) stated that the meaning of implication has similarity meaning with the term interrelation, involvement, effects, association, and consequence. In Oxford Dictionary, implication means possible effect of an action or decision.

The researcher defines the definition of implication in this research as the role of micro-teaching course in improving student teachers' competences in teaching.

2) Microteaching Course

Celik (2001) defined micro-teaching as a technique in teacher education which provides a transition from theory to real teaching situations (as cited in Koross, 2016). Whereas, according to Mawardi et al. (2013), micro-teaching is a program provided by teacher trainer institution which aims to improve and form teacher candidates in instructional skill (as cited in Sari, 2016)

In this research, the researcher defined micro-teaching as one of compulsory courses in Faculty of Education and Teacher Training of UIN Ar-Raniry which is provided to enable student teachers to succeed in Field Experience Practice (PPL) and in the real classroom.

3) Teaching Competence

According to Djamarah, Syaiful, and Aswan (2006), teaching is a process of organizing the environment surrounding to the students (as

cited in Meutia, 2012). While Gage (n.d) defined teaching as “a form of interpersonal influence aimed at changing the behavior potential of another person” (as cited in Rajani, 2011). Competence is an ability to do something well (Oxford dictionary).

Instructional Development Center (IDC) of UIN Ar-Raniry (2018) divides teaching into two activities; preparing lesson plans and teaching skills. In preparing lesson plan, student teachers only focus on designing lesson plan. Meanwhile, in teaching, they have to focus of mastering the techniques of opening and closing lessons, teaching strategies, classroom management, questioning technique, and evaluation techniques. Therefore, in this research, teaching competence that the researcher means is the ability of student teachers as teacher candidates in designing lesson plans, facilitating learnings and managing classrooms.

CHAPTER II

LITERATURE REVIEW

This chapter presents the literature review on the primary concepts related to this research. It consists of definition of micro teaching, the aim of micro-teaching, the benefit of micro-teaching, and the general perception of teaching competence.

A. Micro Teaching

1. Definition of Micro-Teaching

Micro-teaching was firstly introduced by Dwight W. Allen and his colleagues in 1960s. After the introduction, any institutions of teacher education started to use it and considered it as an important tool for teacher training. He defines micro-teaching “as a part of their pre-service training, interns in English and other subject areas take part in a micro-teaching clinic” (Allen, 1967, p.1). In micro-teaching, each student teaches from five till twenty minutes, and the length of the lesson is made shorter (Seidman, 1968).

Micro-teaching is a technique which is applied in teacher education where a student teacher teaches ‘a small portion’ of a subject to his classmates and teaching competencies are assessed under ‘strict supervision’ and provides a transition from theory to real teaching (Kilic, 2010 & Celik, 2001, as cited in Koross, 2016). Furthermore, Allen and Eve (1968) define micro-teaching as “a system of controlled practice that makes it possible to concentrate on specific

teaching behavior and to practice teaching under controlled conditions” (as cited in Koross, 2016, p.291). In addition, Ismail (2011) asserts that micro-teaching is a program that offers student teachers with a ‘simulated situation’ by conducting a mini-lesson to practice and transfer the theories that they have learned and to increase their confidence and teaching competences.

Mawardi, et al. (2013) & Allen (1967) state that micro-teaching is a program in teacher education institutions to train student teachers in pre-service training and in-service training because it is very important for student teachers to face the actual phase of classroom practice (real teaching), so they no longer have obstacles in teaching. This program allows teacher candidates to apply their teaching competence and prepare lesson plan for a small group of students. Since the introduction, micro-teaching program still has weaknesses, however, the founder is continuing to develop it and fix the weaknesses.

Asril (2010) & Laughin and Moulton (1975) explain that micro-teaching is an approach or a teaching model to train teachers’ performances in teaching skills through part by part of basic teaching skill, conducted in a controlled and sustainable way in learning situations, in which the number of participants is 5 to 10 students, the classroom is limited, the time of implementation is 10-15 minutes, focuses on specific teaching skills, and the subject taught is simplified. Furthermore, Aggrawal (2006) has a view of micro-teaching as a training program which has goal to simplify the ‘complexities’ of teaching process. Micro-teaching is an instrument for teacher training and it offers the students the opportunity to practice teaching activities under controlled and simulated circumstances. They

also add that “micro-teaching is a method for training teachers where explicit use is made of the principle of feedback and where the teacher-learning situation remains limited with respect to: (1) the number of students to whom the lesson is given; (2) the duration of the lesson; (3) the extent of the lesson in terms of contents and didactic presentation” (Mahmud & Rawshon, 2013, p.69).

Moreover, micro-teaching has the following characteristics:

1. It is a real teaching situation.
2. It reduces the complexity of the real classroom teaching situation in terms of the number, the amount of time and amount of learning contents.
3. It emphasizes training for mastery of teaching activities such as skills, techniques, methods and curriculum selection.
4. It offers better control over practicing teaching activities because many easily can be manipulated to attain this greater degree of control in the training program.
5. The feedback dimension is expanded considerably because the student can receive meaningful feedback immediately after his performance, and with the help of a variety of technological teaching media as well as observation and interaction-analysis instruments can take the opportunity to improve his performance in light of the feedback provided (Allen & Ryan, 1969, p.1, as cited in Mahmud and Rawshon, 2013, p.69)

In micro-teaching, student teachers obtain opportunities to improve their skills such as in gaining learners’ attention, asking questions, using and managing time effectively and bringing the lesson to a conclusion. Also, through micro-

teaching, the student teachers can improve their class management skills, selecting appropriate activities, 'using teaching goals', and 'overcome difficulties' encountered during the learning process and improve their skills in giving feedback and evaluation. In addition, they also get opportunities to assess the different teaching strategies by observing the performance of their friends (Higgeins & Nicholl, 2003, as cited in Kilic, 2010).

2. Aims of Micro-Teaching

Micro-teaching is considered as one of the new 'innovations' which aims to modify teachers' behavior based on the modified objects in teacher education program (Undiyaundeye & Inakwu, 2013). Aggrawal (2006) asserts that micro-teaching aims to simplify the 'complexities' of teaching process. Afterward, Popovich & Katz (2009) also argue that the role of micro-teaching is not only in improving skills of the teacher candidates but also in 'comparing' the effectiveness of variation of one micro-teaching with another (as cited in Sa'ad et al., 2015). They also argue that the main aim of 'incorporating' micro-teaching in teacher program is to enable teacher candidates to teach in short time among their classmates so that they gain some skills before entering into 'actual teaching'.

On the other hand, Kusumawati et al. (2015) divides the purposes of micro-teaching into: (1) to understand the basic of micro teaching; (2) to train student teachers in designing lesson plan (RPP), (3) to establish and improve basic teaching- based competencies; (4) to establish and improve basic and integrated teaching based competencies, (5) to establish personality competence; and (6) to establish social competence. In addition, according to Allen (1967, p.54) the

purposes of microteaching program are; (1) “as preliminary experience and practice in teaching”, (2) “as a research vehicle to explore training effects under controlled conditions”, and (3) “as an in-service training instrument for experienced teachers”.

In line with this, Mawardi et al. (2015) and Sukirman (2012) indicate the micro-teaching as an inseparable course of curriculum structure of teacher education program, which has purposes as follows:

1. to facilitate, train, and foster the basic teaching skills of prospective teachers;
2. to facilitate, train, and foster the prospective teachers in order to have the competencies expected by provisions of the government regulation law;
3. to drill both teaching performance and skills in order to obtain maximum capacity which is in accordance with the demands of being a professional teacher;
4. to provide opportunities for prospective teachers to practice and assess the advantages and disadvantages they have in terms of teaching skills;
5. to give every practitioner a chance to improve their capability.

Akanbi & Usman (2014) and Gavrilovic (2009) state that micro-teaching enables student teachers to develop skills and confidence, to observe each other's teaching style through ‘analyzing’ and ‘reflecting’ the experiences, and to practice giving a good feedback. Ismail (2011) also adds that micro-teaching program may not be effective without reflection of the student teachers on their performances,

because the main goal of every education program is preparing the 'effective' and 'reflective' teachers.

In conclusion, micro-teaching generally intends to enable student teachers to improve their teaching competences through the guided practice and apply the learned teaching techniques and strategies in the actual classes. It also gives opportunities to student teachers to give good feedback and improve their confidence.

3. Benefits of Micro-Teaching

In micro-teaching, student teachers obtain a lot of skills, experience and knowledge related to teaching. Popovich & Katz (2009) suggest that micro-teaching assist in both developing skills of the teacher candidates and comparing the effectiveness of each teaching style. On the other hand, Subramanlam (2006, as cited in Saad et al., 2015) clearly states that micro-teaching has benefits as follow:

1. It exposes pre-service teachers to the realities of teaching.
2. Introduces pre-service teachers to their roles as teachers.
3. Helps them to see the importance of planning, decision making, and implementation of instruction.
4. Enables them to develop and improve teaching skills.
5. Helps them build their confidence for teaching.

Asril (2010) also states the benefits of micro-teaching as following: (1) to develop and foster prospective teachers' skills in implementing learning activity; (2) to control and train teaching expertise; (3) to repair or improve instruction

quickly and immediately observed; (4) to make the acquisition of teaching skills better; (5) to focus objectively while the instructional practice takes place; (6) to demand the development of systematic and objective observation pattern; and (7) to enhance the efficiency and effectiveness of using schools within a relatively short practice.

Furthermore, Sukirman (2012) also divides the benefits of micro-teaching as following:

1. Student teachers are able to train every teaching skill
2. Student teachers are able to know the advantages and disadvantages of each teaching skill
3. Student teachers are able to receive complete information, objective and accurate information from the observer of the training process
4. Student teachers are able to do more practice to improve their deficiency and improve their ability in teaching

In addition, Reddy (2017) asserts that micro-teaching is a program for student teachers to develop their teaching competence. He mentions several benefits of micro-teaching course as follows:

1. Elasticity of practice

Micro-teaching helps student teachers in developing various skills in training. It also help them in improving the handling skills of the student teachers. Furthermore, it gives more knowledge about various techniques of teaching.

2. Confidence booster

Due to several activities and practices in micro-teaching, it effectively increases the confidence level of the student teachers. Moreover, the experiences of teaching enable them in better classroom management.

3. Promotes systematic lesson planning

Lesson planning is one of the most important skills that must be had by a teacher. Thus, micro-teaching program help the student teachers to prepare systematic lesson plan within a given content.

4. Instant feedback

Micro-teaching enable the student teachers to gain instant feedbacks from the supervisors. A feedback gives more potential for correcting mistakes.

5. Mastering skills

This program helps in mastering teaching strategies and skills like lecturing, questioning, probing, and initiating discussion. Furthermore, it also helps in developing a separated teaching style.

It is clearly stated that there are many benefits or advantages of micro-teaching for student teachers as teacher candidates especially when it is well planned and conducted. Therefore, it is one of the best programs to produce effective teachers and needs to be upheld and properly maintained and developed to get full benefits.

B. Teaching Competence

A teacher is one of the most important elements in teaching and learning process. According to Arikunto (1993), the teacher takes the important role in achieving a good quality of teaching-learning process. Zamroni (2000) argues that the teacher is a source of knowledge and skills, which his presence in front of the class is an absolute condition so that the teaching-learning process happens. The teacher should improve some skills to apply his knowledge to 'organize', 'encourage' and support skills of teaching-learning process (Singh, 2014). Therefore, a teacher holds a main role in teaching.

Teaching is an interaction between teacher and students especially that occurs in certain activities (Amidon, 1967, as cited in Bhowmik, Roy, & Banerjee, 2013). According to Singh (2014, p.26), "teaching is a relationship which is built by three main factors; the teacher, the students and the subject matter. Teaching is the process of merging the learners and subject matter. Teaching is an art to educate the learners through selected experiences to achieve the teaching-learning goals". Teaching relates to a 'continuous analysis' of other teachers' experiences and create the new way to develop teaching (Tamura, 2006). On the other hand, according to Morrison (1934), "Teaching is an intimate contact between a more mature personality and less mature one which is designed to further the education of the latter" (as cited in Singh, 2014, p. 26). Teaching is about the relation and activities between teachers and students to achieve a goal in teaching learning process. When a teacher is able to achieve the goal of teaching itself, means the teacher has implemented an effective teaching.

A teacher needs to have all competences in teaching to achieve the effective teaching-learning process. The teacher get the opportunity to improve their teaching competences through practicing teaching in micro-teaching and teaching practice (PPL). The teaching competence means the ability of teachers delivered through their 'classroom behaviors' (Rama, 1979, as cited in Singh, 2014). "Some authors perceive teaching competence as teacher behaviors that produce intended effects" (Haskew, 1956, as cited in Singh, 2014, p.26). According to Wragg (2005), teaching competence is teachers' strategies recognized by experts as skills which can be used to assist students' learning and are related to wide-ranging areas of activity such as class management, questioning, and explaining (as cited in Kyriocou, 2007).

On the other hand, Instructional Development Center of UIN Ar-Raniry (2018) divides teaching into two activities;

1. Preparing lesson plans. Student teachers only focus on designing lesson plan.
2. Teaching skills. Student teachers have to focus on mastering the techniques of opening and closing lessons, teaching strategies, classroom management, questioning technique, and evaluation techniques.

All of those activities are aimed to prepare professional teacher candidates. Thus, the teachers can be a professional teacher if they have these competences in teaching.

C. Previous Studies

There are several studies related to this research. The first one was conducted by Koross (2016) entitled “Micro Teaching an Efficient Technique for Learning Effective Teaching Skills: Pre-service Teachers’ Perspective” in University of Eldoret, School of Education, Kenya in 2016. The research was conducted to find out the experiences, competencies, and perceptions of 100 pre-service teacher trainees from the Kiswahili language Education program in the school of education, University of Eldoret Kenya. The research found that students obtain skills and experiences in microteaching, and they give positive value for microteaching as a teaching training program. The research also found that the 65% of participants strongly agree if microteaching helps them to raise their awareness of teaching competence and improve their instructional planning skills.

Shah and Masrur (2011) also have conducted a research entitled “Impact of Micro Teaching Skills on the Performance of Primary School Teachers” in Alama Iqbal Open University, Islamabad. The research was designed to find out the impact of microteaching learned in service training programs on the performance of teachers in the elementary school. This research found that teacher candidates who have taken microteaching agree that it influences their performance in teaching to be comparatively better.

Furthermore, Ralph (2014) also conducted a research entitled “The Effectiveness of Microteaching: Five Years’ Findings” in University of Saskatchewan, Canada. This research aimed to find out the perspective of student

about the effectiveness of micro-teaching to help them to increase their teaching skill. The findings of this research showed that each respondent wrote two or more positive effects that they experienced in micro-teaching such as “I liked that I could practice trying out the principles and methods we learned”, “It allowed me to practice a smooth performance in front of my peers”. Thus, the students considered micro-teaching as an effective way to increase their confidence in teaching.

There was also Ismail (2011) who conducted a research entitled “Student Teachers’ Microteaching Experiences in a Pre-service English Teacher Education Program” in United Arab Emirates University, United Arab Emirates. The focus of this research was to investigate the views of teacher trainees toward the micro-teaching in two courses of teaching method in English. This research found that the prospective teachers obtain a variety of benefits from micro-teaching such as improving their language proficiency.

Sari (2016) conducted a research in UIN Ar-Raniry, Banda Aceh entitled “Students’ Perception on the Impact of Microteaching Class to their Teaching Practice Ability”. It was aimed to find out the perception of students on the impact of microteaching class to their teaching practice ability. The result of the research indicated that the students considered microteaching as a helpful instrument for them to improve not only their teaching but also their awareness for becoming an effective teacher.

The previous studies focus on investigating the impact of micro-teaching toward student teachers’ teaching skills. Meanwhile, this research focuses on

investigating the implication of micro-teaching on student teachers' teaching competences. If teaching skill just includes how a teacher teaches and shares knowledge, teaching competence is wider than teaching skill. Teaching competence include all aspects of teaching which relate to how a teacher deals with the students, how a teacher prepares the teaching-learning process, how a teacher conducts a teaching-learning process, and how a teacher achieves the teaching-learning goal. Therefore, this research investigate the wider aspects of teaching in order to fill a gap in the literature.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology which consists of brief description of research location, research design, research participant, method of data collection, and method of data analysis.

A. Brief Description of Research Location

This research took place at State Islamic University of Ar-Raniry (UIN Ar-Raniry) especially at Department of English Language Education of Faculty of Education and Teacher Training. Based on Buku Panduan Akademik UIN Ar-Raniry 2014/2015 (2014) UIN Ar-Raniry is located at Jl. Syeikh Abdul Rauf Kopelma Darussalam, Banda Aceh. This university is one of leading universities in Aceh managed by Department of Religious Affairs of Republic of Indonesia and under supervision of the General Directorate of Islamic Institutes through the Directorate of Islamic Higher Institutions.

UIN Ar-Raniry was established on October 5th 1963 by name Institute Agama Islam Negeri (IAIN) Ar-Raniry. However, based on the President Decree number 64 of 2013, UIN Ar-Raniry was given as a new name for the previous IAIN Ar-Raniry. The name of Ar-Raniry was taken from Syeikh Nuruddin Ar-Raniry who reigned from 1637-1641 and has contributed in developing Islamic thought in Southeast Asia, especially in Aceh.

UIN Ar-Raniry now has 9 faculties with 43 departments which are Faculty of Education and Teacher Training, Faculty of Syari'ah and Law, Faculty

of Dakwah and Communication, Faculty of Ushuluddin and Philosophy, Faculty of Economics and Islamic Business, Faculty of Adab and Humanities, Faculty of Sociology and Governance, Faculty of Psychology, and Faculty of Science and Technology. This research was conducted at Faculty of Education and Teacher Training. The purpose of this faculty is to produce Islamic oriented graduates, professional in field and able to develop and apply their knowledge in every institution of education. This faculty has thirteen departments, one of them is Department of English Language Education or usually known as Pendidikan Bahasa Inggris (PBI) which was focused on this research.

B. Research Design

The research method used for this research is qualitative method. According to Bogdan and Taylor (2006), qualitative method is a research procedure that produces the descriptive data in form of written words from people and behaviors that are able to be observed. The researcher chose qualitative as research method because the researcher considered the research problem needs to acquire deeply information from participants about how the micro-teaching implicated on their competences in teaching.

C. Participants

The participants of this research were the students of Department of English Language Education at UIN Ar-Raniry year of 2014. The samples for this research were six of them who have passed micro-teaching course, PPL program and teaching English in any courses after PPL. Creswell (2012, p.234) states that

“it is better to select a few, rather than many, individuals or sites to study, to provide an in-depth understanding of the phenomenon”. The sampling technique used in this research is purposive sampling. Crossman (2017) defined purposive sample as “a non-probability sample that is selected based on characteristics of a population and the objective of the study”. Therefore, this research used this sampling technique because the characteristics needed by the researcher are those who have passed micro-teaching course and PPL program and teaching English at school and any courses.

D. Data Collection

This research used interview to collect the data. Interview is needed when the researcher feels the need to meet the participants face-to-face to gain opinions for mutual interests (Annum, 2017). The interview used to obtain the deep information about the implication of micro-teaching course on student teachers' teaching competence, skills that are achieved by student teachers from microteaching course, and student teachers experience from microteaching course. The type of interview used by the researcher is semi-structured-interview, which means the researcher prepared several questions regarding to the research questions that can be developed during interview based on the answers from the participants. While interviewing the participants, the researcher recorded the whole interview in order to simplify the researcher to obtain the data.

Using observation as instrument in collecting the data is also appropriate for this research. However, the researcher of this research did not use observation due to the fact that there was no micro-teaching course available when the

researcher did this research. Therefore, the researcher only used interview in collecting the data.

E. Data Analysis

Data analysis is a process of finding and preparing data systematically that were obtained from interviews, field notes, and documentation, by organizing data into categories, verifying into units, synthesize, organizing into pattern, choosing the important one that will be studied, and make a conclusion that easily understood by ourselves and others (Sugiyono, 2008).

In this research, the data were analyzed by several steps:

1. The researcher transcribed the recording obtained from interview.
2. The researcher analyzed the transcription qualitatively by using the concept of Miles and Huberman (Alhojailan & Ibrahim, 2012). The steps are as follow:

- a. Data reduction

The data that have been gained from interview was shorted, separated, organized, selected the data that is considered as the important one. Whereas, the unimportant data will be separated in order to facilitate the analysis.

- b. Data display

”It aims to make sense of the data that has been collected by displaying related concepts from different statements” (Miles & Huberman 1994). The data could be displayed in form draft, description, or the correlation between each category.

c. Data drawing and conclusion

In this step, the researcher drawn and concluded the data based on the data reduction and data display that have been done before. However, the researcher still needed to check the data again to avoid doing mistake in analyzing the data.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion about the implication of micro-teaching course on student teachers' competences in teaching. The findings are allowed by detailed discussion to provide brief explanation. The discussion aims to provide answer of the research questions proposed in this research.

A. Findings

The interviews were conducted on 21st September 2018 and 22nd September 2018. The interview involved six participants of Department of English Language Education students who have taken micro-teaching course, PPL program, and also teaching in any courses. The researcher gave questions in English, and asked the participants to answer in English. However, there were participants who answered the interview questions in both English and Indonesian. The researcher allowed them in order to ease them in giving answer honestly. There were nine questions given to the participants that had been prepared by the researcher related to the research questions. However, in the middle of interview the researcher needed to develop the question based on the participants' answers in order to obtain more complete answer to the questions.

The collected data were analyzed based on Miles and Huberman concept. Firstly, the researcher reduced the original data by taking the important part of the participants' answers. Furthermore, the researcher displayed the data in form of

description. In this section, the researcher presents the results of interviews based on the order of the questions and followed by the transcription of particular participants' responses to support the findings. The six participants are marked as P1, P2, P3, P4, P5, and P6. The results of the interview are presented as follows:

Question 1: *What is your opinion about microteaching at Department of English Language Education of UIN Ar-Raniry?*

This question was pointed to examine the student teachers' opinions about micro-teaching course in UIN Ar-Raniry. Whether they have positive opinion about the course or not. Their responses are as transcribed in the following:

- P1: *"I think it is a really good program and really good course, because it helps us before we continue to PPL.*
- P2: *"I think microteaching course is very useful for us, because we can learn to develop like lesson plan, how to teach perfectly, how to manage classroom and many more".*
- P3: *"That is a good program. It is really helpful for those who are not teaching in the class, or in school, or in any course".*
- P4: *"It is really helpful for students who want to be a good teacher and it is also the best program in English Education. Microteaching helps us a lot to make us a better teacher".*
- P5: *"My opinion about microteaching is I got knowledge, the important knowledge to my teaching and learning process in the classroom".*
- P6: *"I think the microteaching course in UIN Ar-Raniry is so good, and during we have the class we got the training of microteaching like how to make the lesson plan and how to manage the classroom".*

Based on the participants' responses above, all of them have good opinion about micro-teaching course. Most of them agreed that micro-teaching is a really good program and really useful for student teachers. They also said that the micro-teaching course really helped them to be a good teacher when entering the actual classroom such as in PPL or teaching in any courses. Also, they believed that

micro-teaching course helped them in several aspects, such as in preparing the lesson plans, managing the classrooms, etc.

Question 2: *What did you expect from microteaching course before you took the course?*

This question was asked to know the participants' expectations before taking the micro-teaching course. Each participant gave different responses. Here are their responses toward the question:

- P1: *"I expect that I can master in creating the lesson plan, I also expect that I can manage the classroom very well".*
- P2: *"My expectation is that when I took the microteaching class, so that I can know how to teach perfectly and how to manage a good classroom management, how to develop my skill in teaching , and how to develop a good lesson plan".*
- P3: *"My expectation is only one that I can improve my teaching skill".*
- P4: *"I expect to be better at teaching, and to be better at setting the teaching plan."*
- P5: *"Before I take micro-teaching, I think that I can get the knowledge about teaching, how to teach well, then how to start and close the learning process well, and how to make the good lesson plan in teaching learning process".*
- P6: *"My expectation before I took the course, I want to get the knowledge and skills, and how to make the lesson plan, and also how to be good teacher in managing the classroom, and also media for teaching class".*

From the responses of the participants above, it indicates that they have several expectations of micro-teaching course. However, most of them expected to be better in teaching. They told that they want to know how to manage the classroom perfectly, how to start the learning process, and how to end it. Some of them also added that they expected to be able to design or create the good lesson

plans, because a good lesson plan is one of the most important things that must be prepared by teachers in conducting an effective teaching.

Question 3: *What did you feel during the microteaching was going on?*

The researcher prepared this question in order to know how the participants' feeling during the micro-teaching course. If the previous question aimed to find out the expectation of the participants, this question aimed to find out their feeling of micro-teaching course. Here are their responses toward the question:

- P1: *"I feel like I am proudly happy because I know a little bit how to create a lesson plan and I know how to handle the classroom".*
- P2: *"My feeling is I was extremely great that I took the microteaching class, because it was really useful for me. Moreover, I got very good teacher in microteaching class and I feel really grateful".*
- P3: *"I feel so happy because I learn a lot from my lecturer, and my friends, because some of them are very good in teaching".*
- P4: *"At first I feel so nervous to teach, but when I got many advices from my lecturer and my friends I thing I am more confident in teaching. I really enjoy the class".*
- P5: *"I feel happy in microteaching class, because in microteaching we teach in front of the classroom and the students were our own classmates. I enjoy the class".*
- P6: *"My feeling during micro-teaching class is fun because I never get nervous".*

Based on the participants' answers above, it suggests that most of the participants were happy during the micro-teaching class. Although there was one participant who said that he/she got nervous when teaching in the microteaching class at the first time, but then she/he enjoyed the class. All of them enjoyed the course because they got many knowledge about teaching and helped them in many aspects before teaching in the actual classroom (PPL). Moreover, there were

also participants who said that he/she enjoyed the course because he/she got a very good lecturer for the course, and got many advices and experiences during the course. Therefore, it encouraged them to learn what they get in the course easily.

Question 4: *Do you think microteaching impacts on your teaching competence? Why?*

This question aimed to find out the information of the aspects of student teachers' teaching competences affected by micro-teaching. Here are the responses of participants toward the question:

- P1: *"I think so, because in micro-teaching the lecturer also gives us feedback whenever we teach, we know how to connect the lesson plan with the daily life of the students and explain the material clearly".*
- P2: *"Yes, it has very good impacts, because in microteaching class we learned how to manage our classroom".*
- P3: *"Not really impact, because what we do in microteaching everything already set, but in the real life we cannot set it, so not really impact".*
- P4: *"Yes, I do. It really impacts my teaching competence. Because it helped me to learn the materials and require me to master material before come to the class, and helped me to know how to facilitate the students, and it helps me a lot too in setting the teaching plan.*
- P5: *"I think microteaching very impacts. For example, in make the lesson plan, and I make the good media that appropriate with the material".*
- P6: *"Yes, it really impacts on my teaching competence, because we were taught lesson plan, then when we are teaching we have to make apperception, then we take the students to the materials, we have to prepare the evaluation perfectly".*

Related to the answers above, it proves that the micro-teaching impacts on the participants' teaching competences. Most of them said that it really has impacts on their teaching competence, because in micro-teaching they were taught the way of designing the good lesson plans, managing the classrooms, explaining

the material and preparing the good instructional media. As stated by P4 that the micro-teaching impacted student teachers' teaching competence because it helped them to learn materials, to facilitate students, and to create the teaching plans. So that when they are teaching in the actual classroom, they could apply what they have obtained in the micro-teaching class.

On the contrary, there was a participant who agreed that the micro-teaching did not really impact on his/her teaching competence, because what he/she did in micro-teaching is totally different from what she/he should do in the actual classroom. He/she further argued that it is easier to teach in the micro-teaching setting because everything has been set especially the students who are his/her own classmates. On the contrary, in the actual classroom, each student has different characteristics which makes it more difficult to manage.

Question 5: *Did you implement your microteaching experience on your teaching?*

How did you do it?

If in the previous question the researcher asked about the impacts, this question aimed to know about how the participants implemented their knowledge gained from microteaching toward their teaching activities. Here are their responses toward the question:

P1: *“Yaah, I did. I used to make lesson plan from microteaching and then I take that lesson plan in my teaching now.”*

P2: *“Yes, I implement my knowledge in microteaching class when I was in my PPL. So, when I come to the class I remember what we already learned, the first one is the classroom management, how to start a good class, and another one is in creating lesson plan.”*

- P3: *“Lesson plan, yes. But classroom not. Because the students are very different in managing classroom, in the real life in PPL or school, because in the real life we have real problem in the classroom”.*
- P4: *“Yes, I implement my microteaching experience. For example, before microteaching I didn't know how to answer students' questions in the middle of teaching process, but after micro-teaching I have known how to answer them by asking other students to answer another student's question”.*
- P5: *“Yap, I have implemented my microteaching experience in the school. For example, when I make the lesson plan I must know how to make evaluation based on the material and the ability of the students, and then how to make the appropriate media to the materials.*
- P6: *“Of course, I implement my microteaching experience when I teach in Bimble and in PPL. The microteaching really impacts to my PPL, because in PPL we were required to professional, so like I said just now, how to make the apperception and other.*

As indicated by the answers above, the participants have different ways in implementing their micro-teaching knowledge on their teaching process due to the individual different abilities. However, some of them have the same answers which are related to lesson plans. They implemented their knowledge gained from micro-teaching course in the way of creating a good lesson plan when they do teaching in the actual classroom.

Furthermore, some of them also mentioned the other skills that they implemented to their teaching in the real classroom which are related to managing the classroom, answering students' questions, making apperception, and preparing evaluation. On the contrary, P3 had different view about classroom management. He/she did not agree that he/she could implement the way of managing classroom that he/she already learned in micro-teaching course toward the real classroom, because he/she got a big problem to manage the real.

Question 6: *Did microteaching help you in designing lesson plan?*

This question was asked to strengthen the previous question. However, this question was indirectly answered by the previous question. To prove it, here are the participants' responses toward the question:

- P1: *“Yaah, it helped so much, because I know how to create the good one, and know which one is not good, which one belongs to the competence of these students and these students”.*
- P2: *“Yes, of course. Microteaching class helped me a lot in designing lesson plan, because every time we are perform in front of the class we have to make a good lesson plan, so we have to teach based on lesson plan”.*
- P3: *“Yes”.*
- P4: *“Yes, of course. So in microteaching after I design lesson plan and then I apply it to my students as known as my friends, so I know how to design a better lesson plan because when designing lesson plan in microteaching I have seen some of my lesson plans are working very well”.*
- P5: *“Yap, the microteaching help me when I design the lesson plan, like how to open the class and how to close, and when the students ask the questions I must ask it back to another students before I answer it”.*
- P6: *“Yah, but not really, because my lecturer did not teach us how to design lesson plan, but he/she just pushed us to bring lesson plan to the class, my lecturer did not correct the incorrecion in our lesson plan”.*

Based on the responses above, all participants believed that microteaching helped them in designing the lesson plans. They assert that after taking micro-teaching course, they knew the model of a good lesson plan, and how to select the material appropriate to the students' abilities. Besides, they also agreed that micro-teaching helped them in designing lesson plan because during micro-teaching class, they were required to always design a lesson plan for each of their teaching performances. Hence, they knew which one is a good lesson plan and which one is not.

Question 7: *How about your skill in facilitating learning to students? Did you apply it during your teaching process?*

Facilitating learning is one of the competences that every teacher should have, the researcher gave this question to strengthen other questions. If the previous question asked about the lesson plan, this question was aimed to find out how the participants facilitated learning in the real classrooms. In particular, this question sought information whether the participants applied what they got in micro-teaching course or not. Here are their responses toward the question:

- P1: *“In microteaching, we always have to understand the material well before come to the class, so that I can facilitate my students better like sharing important knowledge to them, giving good explanation about material, connect the material to their daily lives”*
- P2: *“in microteaching, we learn how to facilitate learning to students like having good understanding of material, make a good start and how to do games and then how to make a class fun, I also tried to always explain the material well and clearly, so that the students understand what I am teaching.”*
- P3: *“Sometimes. Because when we teach in marginal area we cannot implement all of it, because limit access to get the material, to get the media”.*
- P4: *“Yes, I am really good in facilitating learning to students. One of the way to facilitate learning to students is by making media, so my students can be interested in my teaching, I can explain the material easily by having media, I also always relate the material to students’ lives, students’ daily activities. So that the student can understand the material easily.”*
- P5: *“I have apply it during teaching process, for example how to make the fun class, how to make the students focus on the materials, make students understand the material. So that, when I teach, I always give different media for each teaching to make students interested, and can learn easily”.*
- P6: *“Yes, because in microteaching my lecturer really pushed us about that. In microteaching, we had to have three performances, we cannot perform with the same method in every performance”.*

All the responses of participants above indicate that they applied the good way of facilitating learning in their classrooms based on their knowledge gained from micro-teaching. Most of them explained that they facilitate effective learning

to students by always mastering of the subjects, relating the material to students' daily lives, explaining the material clearly, creating the fun class such as playing games before starting the learning, and giving interesting media to attract the students' attention to the material. Thus, the students would be interested in learning and would not be bored during the learning process due to having fun class. The participants stated that they should facilitate the learning effectively because their micro-teaching lecturers push them to do it. In addition, they were required to always comprehend the materials before coming to the class in order to ease them in explaining the material to students. They were also required to perform their teaching with different methods in each teaching, so that when teaching in the real class, they could teach with different methods and various techniques in every teaching. Hence, they implemented their knowledge from micro-teaching to their real classrooms in order to achieve the learning goal easily.

Question 8: *What skill do you achieve after taking the microteaching course?*

This question was aimed to find out the skills that the student teachers' achieved from the micro-teaching course. Here are their responses toward the question:

P1: *"I think the skills that I learnt so much is the designing of lesson plan and also the managing classroom".*

P2: *"One of the skills is how to manage the classroom. And then another one is how to develop a good lesson plan.*

P3: *"Lesson plan, and then also pedagogic".*

P4: *"I think I achieve in making media skill, I also improve in answering the students' questions skill, because before I answer them directly which is wrong in teaching process".*

P5: *“I have achieved many skills after I take the microteaching course, like how to make the lesson plan, how to make the fun class, and how to make the good media for the materials”.*

P6: *“I achieve skill of writing on the blackboard. Then, I achieve the skill of teaching well, how to make class fun, how to make a good media”.*

The given answers indicate the skills that the most participants achieved are designing lesson plan and managing classroom. The both skills are the most important skills that a teacher should have, because they are the fundamental skills for teacher to be able to conduct an effective teaching. In addition, some participants also added the other skills that they achieved in micro-teaching course such as pedagogical skill, designing instructional media, making fun class, answering the student’s questions and writing on the board skill.

Question 9: *What are your experiences from microteaching course?*

This question was aimed to know the experiences of the participants from micro-teaching course. This question was given to answer the third research question of this research. Here are the participants’ responses toward the question:

P1: *“In microteaching we have a friend that being so naughty and being so funny, and that is an experience for me because in real life we have that kind of students which is a lazy student, the sit one in the corner student.”*

P2: *My experience is that I perform in front of the class for about four times and it was surely help me in teaching learning.*

P3: *I feel so happy in my microteaching course, because it really helpful for me especially in making lesson plan.*

P4: *So, I got a lot of experiences in micro-teaching course, such as getting many advices from my friends and my lecturer, they encourage me to teach better and also they give me advice, so I can learn from them.”*

P5: *I have got good knowledge from my friends and my lecturer and I have got the feedback after the microteaching course.*

P6: *The micro-teaching class was very fun, and maybe because the students were my classmates I can teach easily. It is different at the school. At school, not all of students understand what I am teaching.*

Related to the responses above, each participant has different experience from micro-teaching course. However, they had good experiences, for instance, getting naughty friends as their students that help them to be more patient in managing the classroom, performing teaching for several times and having feedback, advices and a lot of encouragements from lecturer and friends that gave them improvement in teaching. Besides, they agreed that their experiences helped them to improve their teaching competences because they have learned a lot in micro-teaching course.

B. Discussion

This research aims to explore the implication of micro-teaching course on student teachers' competences in teaching. The researcher came up with three research questions. The first research question is "What are the implications of micro-teaching on student teachers' competences in teaching?" the second is "What skills do student teachers achieve from the micro-teaching course?" and the last is "What do student teachers experience from microteaching course?"

To answer the first research question "What are the implications of micro-teaching course on student teachers' competences in teaching?" the researcher provided several questions in the interview related to this research question in order to obtain relevant answers from the participants. Based on the interview results, the participants agreed that the micro-teaching course impacted their teaching competences. They indicated that the micro-teaching impacted them in

designing lesson plans. This finding is in accordance with what Kusumawati et al. (2015) mentions that training student teachers in designing lesson plans is one of the aims of micro-teaching program. Therefore, the student teachers obtained this ability from micro-teaching. Furthermore, the participants also agreed that the micro-teaching impacted them in managing classrooms. It really helped them when they are teaching in the actual classrooms because they could implement what they have obtained in micro-teaching to their actual classes. In micro-teaching, they have learned some knowledge about teaching, but they mentioned the things that are really important in effective teaching-learning process are lesson plans and classroom management. Thus, they agreed that the micro-teaching really implicates in both designing lesson plans and managing classrooms.

Moreover, the findings also showed that micro-teaching helped the student teachers in facilitating learning effectively such as teaching by using different methods and techniques for each teaching and material, mastering the material, explaining the material clearly, making the fun teaching-learning process, and preparing the appropriate media to the materials. The student teachers were required to apply different methods and techniques in their teachings in order to attract students' motivations and attentions in learning. The student teachers were also required to always create instructional media so the students will be interested in learning the materials and understand the material easily. Therefore, the participants agreed that they obtained the knowledge of facilitating learning to students from micro-teaching course.

In line with the explanation above, Instructional Development Center (IDC) of UIN Ar-Raniry (2018) mentions that teaching is divided into two activities; (1) preparing lesson plan, and (2) teaching skills, where they have to focus on mastering of the subject, technique of opening and closing study, using strategy in teaching, classroom management, questioning technique, and evaluation. All of those activities are aimed to prepare a professional teacher in the future. Regarding to the statement, the researcher found out that the implication of micro-teaching course on student teachers' competences in teaching are helping student teachers in designing good lesson plans, improving student teachers' classroom management, and helping them in facilitating learning to students.

To answer the second research question "What skills do student teachers achieve from the micro-teaching course?", all participants agreed that the skills they achieved from micro-teaching course are designing lesson plans, managing classrooms, creating the fun teaching-learning processes, designing appropriate media, answering students' questions, and writing on the board. They argued that before they took the micro-teaching course, they did not apply those skills in their teachings. However, after getting micro-teaching course, they agreed that they achieved many skills that really help them in teaching.

To answer the last research question "What do student teachers experience from microteaching course?" it could be seen from the last interview question. Based on the answers of the participants, it indicated that the participants have different experiences from micro-teaching course. Most of them obtain good

experiences from micro-teaching course. They agreed that they got many experiences from micro-teaching that impacted them to improve their teaching competences such as getting advices, feedbacks, and encouragements from friends and lecturers after they perform their teachings in the micro-teaching class.

Besides, some of them also indicated that they were really happy and enjoy when teaching in micro-teaching class and they did not get big problem because the students were their own classmates. However, they compared their experiences in micro-teaching and their experiences in their actual classroom. If in the micro-teaching they did not get big problem in teaching, it totally different with the actual class which is they got unexpected problem, such as getting students who are lazy and have difficulties in understanding material.

The findings of the research which provide the answers for both the second and the third research questions support the finding of the previous study of Koross (2016) which found that students obtain skills and experiences in microteaching, and they give positive value for microteaching as a teaching training program. It also supports the findings of Ismail's (2016) research about student teachers' micro-teaching experiences. His research revealed that the student teachers obtain a variety of benefits from micro-teaching.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides significant information on the research conclusions and suggestions. Both conclusions and suggestions are drawn based on the results of the data analysis and its discussion. In addition, some suggestions are also made for future research in this field.

A. Conclusion

Based on the findings of the data analysis, the researcher comes to conclude that the student teachers believe that micro-teaching is the best program for them as a program to train and prepare them to be professional teachers. The program equips them with knowledge and experiences about teaching in order to prepare them to be professional teachers in the future. Furthermore, they also agree that the implications of micro-teaching course on student teachers' competences in teaching consisting of helping the student teachers in designing lesson plans, improving their classroom management, and helping them in facilitating effective learning to students. The student teachers also agree that the micro-teaching course gives many advantages for them especially in improving their teaching competences.

In addition, the student teachers also obtain many skills from micro-teaching course which are related to designing lesson plans, managing classrooms, creating the fun teaching-learning process, designing appropriate media to present the teaching materials, answering students' questions, and writing on the board.

Besides, the student teachers also experience many things from micro-teaching course. They agree that their experiences from micro-teaching course impacted them to improve their teaching competences such as getting advices, feedbacks, and encouragements from friends and lecturers after they perform their teachings in the micro-teaching class.**B. Suggestion**

After completing this research, the researcher perceives the need to give some suggestions that would be useful in the future, especially for student teachers, the lecturer, IDC and other future researchers who are interested in conducting research in the relevant issues.

First, for student teachers, they should consider that micro-teaching is the best program for student teachers in preparing them to be professional teachers in the future. Therefore, they should study seriously during micro-teaching class because it gives many advantages for them especially in improving their teaching competences.

Second, for lecturers, it is expected that they run micro-teaching classes which are effective in helping the student teachers improve their teaching competences. In addition, lecturers should always encourage and advise the student teachers when they perform their teaching in the micro-teaching class, because the feedback is really needed to raise their awareness of the areas they need to improve and boost their motivation to conduct teaching effectively.

Third, for Instructional Development Center (IDC) of UIN Ar-Raniry, it is hoped that IDC could provide more trainings or workshops relate to micro-teaching in order to prepare the student teachers before entering the actual classes

and to build capacity of student teachers' teaching competences. Therefore, regarding to the case, they could prepare the student teachers' to have good qualification as the future teachers.

Last but not least, for future researchers, the researcher considers that there is a limitation of this research. Therefore, the researcher hopes that the future researchers could investigate this issue with bigger samples. This research is only focused on student teachers of Department of English Language Education, perhaps other researchers would investigate in the whole of Faculty of Education and Teacher Training of UIN Ar-Raniry. Furthermore, the researcher also expects that the future researchers could use observation as instrument in collecting the data to investigate the nature situation of student teachers at micro-teaching class.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
 Nomor : B- 8666/UN.08/FTK/KP.07.6/09/2018
TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** :
- a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
 - b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** :
1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
 7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
 8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
 9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
 10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
 11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** :
- Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 14 Desember 2017

MEMUTUSKAN

- Menetapkan**
PERTAMA :
- Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-8667/UN.08/FTK/KP.07.6/01/2018 tanggal 12 Januari 2018
- Menunjuk Saudara:
- | | |
|--|----------------------------|
| 1. Habiburrahim, S.Ag, M.Com, MS, Ph.D | Sebagai Pembimbing Pertama |
| 2. Risdaneva, MA | Sebagai Pembimbing Kedua |
- Untuk membimbing Skripsi :
- Nama : Nurul Arafah
 NIM : 140203131
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : *The Implication of Microteaching Course on Student Teachers' Competences in Teaching*
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut di atas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
 Pada Tanggal: 05 September 2018

Au. Rektor
 Dekan



Muslim Razali



- Tembusan**
1. Rektor UIN Ar-Raniry (sebagai laporan);
 2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
 3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
 4. Mahasiswa yang bersangkutan;



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBİYAH DAN KEGURUAN

Jl. Syaikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax: (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B- 9447 /Un.08/FTK.I/ TL.00/09/2018

20 September 2018

Lamp : -

Hai : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Nurul Arafah
N I M : 140 203 131
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam,
A l a m a t : Jl. Tgk. Di Haji No. 12 Lamdingin Kec. Kuta Alam Banda Aceh

Untuk mengumpulkan data pada:

Mahasiswa PBI Leting 2014 yang Sudah Mengambil Mata Kuliah Micro Teaching dan Program PPL

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Implication Of Micro Teaching Course In Student Teachers' Competence In Teaching

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.



An. Dekan,
Wakil Dekan Bidang Akademik,
dan Kelembagaan,

Mustafa



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.fik@ar-raniry.ac.id Website <http://ar-raniry.ac.id>

Surat Keterangan

Nomor: B-475/Un.08/KP.PBI/TL.00/11/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan, Nomor: B-9447/Un.08/FTK.1/TL.00/09/2018 tanggal 20 September 2018, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Nurul Arafah
NIM : 140203131
Prodi : Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada Mahasiswa Prodi Pendidikan Bahasa Inggris (PBI) yang sudah mengambil Mata Kuliah Micro Teaching dan Program PPL pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

The Implication of Micro Teaching Course in Student Teachers' Competence in Teaching.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 30 November 2018
Ketua Prodi Pendidikan Bahasa Inggris,

20


T. Zulfikar

Interview Questions

At the beginning, the interviewee will be informed about the aims of the investigation and will be assured that the recorded interview data will be used for research purposes only.

1. What is your opinion about microteaching at English Education Department of UIN Ar-Raniry?
2. What did you expect from microteaching course before you took the course?
3. What did you feel during the microteaching was going on?
4. Do you think microteaching impacts on your teaching competence? Why?
5. Did you implement your microteaching experience on your teaching? How did you do it?
6. Did microteaching help you in designing lesson plan?
7. How about your skill in facilitating learning to students? Did you apply it during your teaching process?
8. What skill do you achieve after taking the microteaching course?
9. What are your experiences from microteaching course?

Documentations

1. Interview process with Participant 1



2. Interview process with Participant 2



3. Interview process with Participant 3



4. Interview process with Participant 4



AUTOBIOGRAPHY

Name : Nurul Arafah
Student Number : 140203131
Place/Date of Birth : Sigli/ April 24th 1996
Gender : Female
Religion : Islam
Status : Single
Occupation : Student
Nationality : Indonesia
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Kec. Kuta Alam, Banda Aceh.
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Parents

Name of Father : Bustami DA, B.Sc
Name of Mother : Tarmina Aziz
Father's Occupation : Entrepreneur
Mother's Occupation : Housewife
Address : Desa Bambi Cempala Kuneng, Kec. Peukan Baro,
Pidie

Education

Elementary : MIN 1 Bambi (2002-2008)
Junior High School : MTsS Al-Furqan Bambi (2008-2011)
Senior High School : MAN 1 Sigli (2011-2014)

University : Study Program of English Department, Faculty of
Education and Teacher Training, Ar-Raniry State
Islamic University Banda Aceh (2014-2019)

Banda Aceh, December 3rd 2018

Nurul Arafah